



Campus Improvement Plan

LONGVIEW INDEPENDENT SCHOOL DISTRICT

Bramlette Elementary

2016-2017

Accountability Rating

Met Standard

Nikita Mumphrey, Principal

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Board of Trustees



Dr. Mark Camp (Place 1)



Mr. Jud Murray, Secretary (Place 2)



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Dr. Troy Simmons (Place 7)

Background

The Bramlette Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in LISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-2017 Campus Plan of Action, the Bramlette Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval. The Board of Trustees provided final approval on _____.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

Campus Composition

Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	346	52.91%	American Indian – Alaskan Native	6	0.92%
Male	308	47.09%	Asian	6	0.92%
			Black – African American	279	42.66%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	1	0.15%
Hispanic-Latino	213	32.57%	White	121	18.50%
			Two-or-More	28	4.28%

Student by Program

Other Student Information

Bilingual	84	12.84%	At-Risk	391	59.79%
English as a Second Language (ESL)	32	4.89%	Economically Disadvantaged	567	86.70%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless	0	0.00%
Free Lunch Participation	539	82.42%	Immigrant	9	1.38%
Reduced Lunch Participation	28	4.28%	Limited English Proficient	123	18.81%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	2	0.31%	Military Connected	0	0.00%
Special Education (SPED)	57	8.72%	Foster Care	0	0.00%
Title I Participation	654	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	12	1.83%	Section 504 (No Section 504 File for 2016)	0	0.00%

Bramlette Elementary

Mission

Bramlette Elementary School will guarantee the highest of academic achievement and character development of each learner by providing a challenging curriculum and exemplary instruction within a safe environment.

Vision

Bramlette Elementary believes in excellence for all.

Bramlette Elementary is dedicated to providing a positive school atmosphere where every child can succeed through a welcoming, encouraging, safe, and collaborative learning environment that fosters a lifelong love for learning.

Nondiscrimination Notice

Bramlette Elementary does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Bramlette Elementary Site Base

Name	Position
Chism, Miranda	Parent
Daniels, Rosemary	Counselor
Hill, Emily	Reading Specialist Teacher
London, Mesha	Curriculum Support
Mayfield, Ruth	Parent
Mumphrey, Nikita	Principal
Wiley, Melba	Community In Schools
Wilson, Latitia	District Representative

Resource Allocations

Resource	Source	Amount
IDEA Special Education	Federal	
Title I	Federal	\$257,570
Title I-FTE	Federal	
Instructional	Local	
Local Funds	State	
State Compensatory	State	

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

10 COMPONENTS OF A TITLE I, PART A SCHOOLWIDE PROGRAM

A schoolwide program shall include the following:

1. A **comprehensive needs assessment** of the school that is based on the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
 - a. Content Standards = Texas Essential Knowledge and Skills (TEKS)
 - b. Achievement Standards = STAAR & TAPR
2. **Schoolwide reform strategies** that:
 - a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b. Use effective methods and instructional strategies that are based on scientifically based research that address the needs of all children:
 - Strengthen the core academic program.
 - Increase the amount and quality of learning time such as providing an extended school year, summer program, and before- and after-school tutoring.
 - Enrich and accelerate the curriculum.
 - Include strategies for meeting the needs of historically underserved populations.
 - Address how the school will determine if such needs have been met.
 - Determine if the strategies are consistent with and designed to implement the District and Campus Improvement Plans.
3. Instruction by **highly qualified teachers and paraprofessionals**.
4. **High-quality and ongoing professional development** for teachers, principals, and paraprofessionals to enable all children to meet the State's student academic achievement standards.
5. **Campuses utilize strategies to attract and retain highly qualified staff**.

6. Strategies to increase **parental involvement**.
 - a. Convene an annual meeting, at a convenient time, to inform parents of their school's participation and to explain the requirements of Title I, Part A and the rights of parents to be involved.
 - b. Involve parents in an organized, on-going, and timely review and improvement of the program.
 - c. Allow for regular and flexible meetings for parents and enable them to give input.
 - d. Offer resources for parents that assist them with their effort to help their children achieve.
 - e. Develop a school-parent compact that outlines how parents, staff, and students share the responsibility for improved academic achievement.
7. **Plans for assisting preschool children transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** that provide information to improve the achievement of individual students or the overall instructional program.
9. **Effective, timely additional assistance** to ensure that students' difficulties are identified and assistance is provided.
10. **Coordination and integration of Federal, State, and local services and programs** including violence prevention programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Every student a learner...Every learner a graduate...Every graduate a success!

TEXAS EDUCATION AGENCY
2016 Accountability Summary
 BRAMLETTE EL (092903121) - LONGVIEW ISD

Accountability Rating

Met Standard

Met Standards on

- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- Student Achievement

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

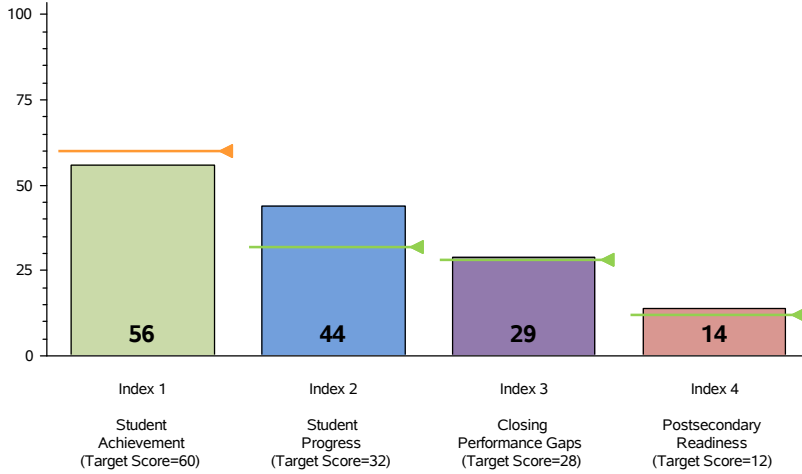
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	344	616	56
2 - Student Progress	525	1,200	44
3 - Closing Performance Gaps	518	1,800	29
4 - Postsecondary Readiness			
STAAR Score	14.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		14

Campus Demographics

Campus Type	Elementary
Campus Size	646 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	87.8
Percent English Language Learners	19.0
Mobility Rate	27.2

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	7 out of 21 = 33%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	21 out of 35 = 60%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
 BRAMLETTE EL (092903121) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	Y	Y					N	N	N		2	7	29
Mathematics	N	N	Y	Y					N	N	N		2	7	29
Writing	Y		Y						Y				3	3	100
Science	N	N	N						N				0	4	0
Social Studies													0	0	
Total													7	21	33

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total **21** **35** **60**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
 BRAMLETTE EL (092903121) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	136	36	59	32	*	*	*	5	114	13	29	n/a
Total Tests	237	81	93	46	*	*	*	13	208	29	53	48
% at Level II Satisfactory Standard	57%	44%	63%	70%	*	*	*	38%	55%	45%	55%	n/a
Mathematics												
# at Level II Satisfactory Standard	127	28	61	29	*	*	*	6	109	7	30	n/a
Total Tests	236	81	92	46	*	*	*	13	207	29	53	48
% at Level II Satisfactory Standard	54%	35%	66%	63%	*	*	*	46%	53%	24%	57%	n/a
Writing												
# at Level II Satisfactory Standard	42	11	19	7	-	-	*	*	39	*	10	n/a
Total Tests	66	21	25	12	-	-	*	*	61	*	16	16
% at Level II Satisfactory Standard	64%	52%	76%	58%	-	-	*	*	64%	*	63%	n/a
Science												
# at Level II Satisfactory Standard	39	13	15	11	*	-	-	*	33	*	5	n/a
Total Tests	77	28	30	15	*	-	-	*	67	*	15	*
% at Level II Satisfactory Standard	51%	46%	50%	73%	*	-	-	*	49%	*	33%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	266	98	97	54	*	*	*	13	232	32	n/a	52
Total Students	267	98	97	55	*	*	*	13	233	32	n/a	52
Participation Rate	100%	100%	100%	98%	*	*	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	265	98	96	54	*	*	*	13	231	32	n/a	52
Total Students	266	98	96	55	*	*	*	13	232	32	n/a	52
Participation Rate	100%	100%	100%	98%	*	*	*	100%	100%	100%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.
 ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The enrollment numbers are remaining constant. They went from 688 in 2013-2014, 677 in 2014-2015 and now 654 in 2016-2017. The campus is majority African American (42%) and Hispanic (32%). The campus has 18% White along with 4% two -or- more and 1% American Indian-Alaskan Native. The female to male ratio is just about even 52% female and 47% male. ECD went from 84% in 2013-2014, 2014-2015 and now 87% in 2016-2017.

Demographics Weaknesses

- The mobility rate is high. The mobility rate for the 2014-2015 was 28.1% and in 2015-2016 it was 27.2% according to the TEA Accountability Summary.
- Cultural Sensitivity when teaching children of color

Demographics Needs

- Training to better meet the needs of our diverse population of students we serve.

Demographics Summary

The enrollment numbers are remaining constant. They went from 688 in 2013-2014, 677 in 2014-2015, and 654 in 2015-2016. The demographics of the enrollment are also remaining constant. Our special programs such as bilingual (9%) 2013-2014 & (12%) 2015-2016, ESL (5%) 2014-2015 & (4.89%) 2015-2016. The Learning disability population has fluctuated over the past two years: 2013-2014 (13%), 2014-2015 (17%), and 2015-2016 (8.7%).

Our mobility rate and teaching children of color are concerns. We need more training for teachers to be able to meet the needs of our demographic population we serve.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

We have several data sources to use to disaggregate data. We have all reports in DMAC, the STAAR Phase in template, Class Assessments, Campus Common Assessments, District Benchmarks, and teacher knowledge and observations. There was an increase in writing was from 45% in 2014-2015 to 64% in 2015-2016. Indicators show that we will no longer be a Formerly Improvement Required (IR) campus. We met indexes 2, 3, and 4 thereby receiving an accountability rating of Met Standard.

Student Achievement Weaknesses

- We still need to work with our African American population in all subjects. They are consistently scoring lower than our other demographic populations. We also need to reach the ECD population makes up 86% of our campus.
- Reading declined from 67% in 2015 to 57% in 2016.
- Science also declined from 65% in 2015 to 51% to 2016
- Math declined to 54%

Student Achievement Needs

- Training of effective instructional strategies to be used in Reading, Writing, Math, and Science.
- Vertical Alignment of curriculum by Grade Levels
- Modeling of lessons and identification of aligned activities
- Continued professional development and training of 90 minute Reading/Math block
- Training in teaching our African American students to improve their academic success

Student Achievement Summary

Our campus has shown considerable growth in the areas of Writing. We have reached the goal of not being considered a FIR campus. We met this goal by using the data

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

points & sources that the district and campus administrator provided.

We are still in need of assistance with our African American student population and our economically disadvantaged population in all areas. We are also having difficulties in Reading, Math, and Science. Even though there was considerable improvement in Writing, we must continue to build upon the current program to improve student success. Training, mentoring, and support in these areas is being sought through the utilization of District Instructional Specialists and Contractor (Patsy Ramirez).

We are in the process of strengthening our teams vertically to increase productivity in all content areas. We are also working Grade Level Meetings, PLC's, and Vertical team meetings to maintain consistency across the grade levels to close gaps and prepare students to be academically and socially successful.

School Culture and Climate

School Culture and Climate Strengths

- Warm, inviting, and welcoming
- High expectations of academic achievement
- School structure (e.g., zero tolerance for bullying and excessive misbehavior)
- Professional Learning Community (A safe environment in which teachers can learn, grow, and share which builds and empowers)
- Partnership with members of the community (Mentorship, Watch Dogs)
- Capturing Kids Hearts
- All students, faculty, staff, and parents are welcomed and treated with dignity and respect regardless of their race, creed, religion, or ethnicity.
- An environment in which all students can learn

School Culture and Climate Weaknesses

- Teacher expectations: academic, behavioral, & social

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

- Classroom/Student Management

School Culture and Climate Needs

Science Teacher for the Science Lab

School Culture and Climate Summary

Our school culture and climate is directly related to our mission and vision statement. Every student that enters our campus is provided the same educational opportunities. We provide a positive atmosphere where every can succeed.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Utilize the Capturing Kids Hearts Model in order to enhance profound leadership capabilities and building capacity from within (e.g., utilizing staff with leadership capabilities, staff members who possess administrative qualities, and empowering staff to develop and achieve personal as well as professional goals). This strength allows veteran teachers (e.g., years of experience and training) to assist novice teachers in the execution of lesson and curriculum development and classroom management.
- Utilize Professional Learning Communities to create a safe environment in which teachers can learn from one another enhancing their instructional delivery. This creates more confident teachers and results in confident well-learned students.

Staff Quality, Recruitment and Retention Weaknesses

- New and veteran teachers need mentors to model effective instructional strategies and discuss areas of concern (to ensure follow through in academics, and school atmosphere).
- The team leaders and their grade level team members need to meet daily during conference planning periods to build relationships, continue the sharing of ideas, and

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

- Training in discipline
- Classroom management
- Possessing an attitude of positivity and success for all students.
- Team building to assure all teachers have access to proven methods, materials, and accountability that they are following through with their training.

Staff Quality, Recruitment and Retention Summary

The TxBESS mentor program has been highly effective in retaining novice teachers. We have many students who need to obtain a higher vision for themselves and their peers. There are many staff members who can work together to create an environment of success and professionalism with each other in order to help the children realize their inner strengths. We can become a high achieving school because we have the resources, the children. Our Professional Learning Communities and Faculty Meetings are also used for professional development through the use of researching, studying, and discussing articles and providing training in the areas of need and stated by the teachers and observed by the Administrator.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

The curriculum has been the focus of the school this year. We meet weekly to disaggregate data during grade level meetings, professional learning communities, and with District Instructional Specialists. The teachers were trained by the Nikita L. Mumphrey and Meshal London on how to effectively utilize TEKS Resource System and creating and implementing quality lesson plans that are geared toward the standards/TEKS with aligned activities. Teachers were taught how to break down each TEK to see the rigor at which the instruction needed to be given.

Teachers were also trained by on how to implement high rigor stem questions in order to teach students how to critically think. Teachers were taught how to break down high stake standards and utilize and implement them into the lessons.

Teachers were trained on how to create more rigorous and useful reading groups. These groups were used to raise reading levels and thinking processes for the students.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Teachers were instructed to declutter the classrooms and create more visual and positive learning environments for the students.

Universal Screeners were given not only by the district but by campus administration. These common assessments are utilized by the teachers to see what needed to be retaught, what needed to be taught in small groups, and how to pull/group their tutorial students.

Teachers meet weekly with a district consultant to ensure that teachers were given the opportunity to ask any questions on curriculum or instruction regarding activities, skill misconceptions, and modeling of lessons. The consultant met with all grade levels but focused on 1st – 5th

Curriculum, Instruction and Assessment Weaknesses

- Reading, Math, and Science are still areas of weakness for the campus. Our passing rate decreased in these content areas. There was an increase in our Writing; however, we must continue to build upon our current program to increase student achievement. Writing Academy and Writing Workshop was implemented across grade levels.
- Reading, Math, Writing, & Science are in need of continual training to maintain knowledge of instructional techniques and methods to teach the new standards across all grade levels.
- Continual strengthening of Vertical Alignment for K-2

Curriculum, Instruction and Assessment Needs

- Math material for 5th grade is also in need. More common assessment materials are needed for 5th grade due to such a drastic change in the TEKS for 2015. The

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

only common assessments that were utilized were the ones created by the district.

- Writing materials, resources, and training are needed across grade levels.
- Science materials, resources, and training is needed across grade levels
- The school should purchase Motivation(Mentoring Minds) and STAAR Ready in Reading, Math, Writing, and Science for all grade levels applicable.

Curriculum, Instruction and Assessment Summary

The curriculum has been the focus of the school this year. We meet weekly to disaggregate data, plan and model lessons during grade level and professional learning communities meetings. Teachers were taught how to break down each TEK to see the rigor at which the instruction needed to be given. The teacher were trained how to implement high rigor stem questions in order to get the kids thinking at a higher level. Teachers were taught how to break down high stake standards and utilize and implement them into the lessons. Teachers were trained on how to create more rigorous and useful reading groups. These groups were used to raise reading levels and thinking processes for the students.

Common assessments were given not only by the district but by campus administration. These common assessments were utilized by the teachers to see what needed to be retaught, what needed to be taught in small groups, and how to pull/group their tutorial students.

Reading, Math, and Science continue to be areas of weakness for the campus with improvement still needed in Writing. All content areas are in need of continual training to maintain knowledge of instructional techniques and methods to teach the new standards across all grade levels.

Writing & Science materials are needed across all grade levels.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Strengths

- Positive atmosphere; parent and community involvement
- Junior Achievement, Watch Dogs, Positive Actions Character Education Program, Fall Fest, Career on Wheels, Career Day Spring Dance, Monthly PTA Meeting/Program, Bear Dash 5K Run/Walk, Community in Schools, Breast Cancer Awareness Volunteering, Canned Food Drive
- Adequate parent and teacher communication processes (e.g., two-way communication, telephone conferences, and take-home folders).
- Staff trained and willing to support families. All flyers sent home in English and Spanish;
- Phone system notifies parents
- Spanish interpreters on campus
- Bilingual classes on Pre-Kindergarten through 5th grade
- Special programs to meet the needs of all children
- ESL in grades 1-5

Family and Community Involvement Weaknesses

- Consider city bus transportation for parents without a vehicle
- Increase in parent volunteers
- Families in crisis not using parenting partners program for support.

Family and Community Involvement Needs

Family support for students with behavior problems from all populations

Family and Community Involvement Summary

- Continue all bilingual classes and use of interpreters at meetings
- Continue special programs to meet the needs of all children
- Increased parent involvement

- Continue partnering community members and parents to build positive relationships for student success
- Continue partnering with Communities in Schools
- School newsletter in English and Spanish to keep families informed about skills, concepts, and campus events

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

The district aids the school by supplying rigorous assessments for us to use to gather data points. The district also requires for the schools to complete the TPRI and PMI assessments, so that we will have data for the younger grades in reading and math. This is their way of holding the teachers accountable, similar to those of STAAR tested grades. The district also requires that K-5 participate in either Rigby or BAS to maintain reading level knowledge of each student.

Teachers were allowed to voice any concerns or ideas in the weekly Grade Level Meetings (GLM) with each other and campus administration. Teachers also met weekly for Professional Learning Community (PLC) meeting. Vertical teams met monthly. This allowed for more collaboration and vested interest in what was happening on the campus. Our teachers felt informed.

Teachers also met with District Specialists to keep them up to date and informed.

School Context and Organization Weaknesses

Our campus must focus on Reading, Math and Science in all grade levels. These are areas of concern according to our data. We need expand our staff to include more teachers who have a passion for working with our students and are motivated to remain. More science lessons should be incorporated and the science lab should be utilized to cultivate the love of science in our students.

Continue with training in the area of guided and small group instruction in Reading and 90 minute Math block.

School Context and Organization Needs

- Science teacher for the Science Lab.
- Continue with training in the area of guided and small group instruction in reading and math
- We need more writing components, training, and materials for all grade levels
- Additional training in Science

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

- Use of District Instructional Specialists & Consultant?

School Context and Organization Summary

- The school showed considerable growth in Writing. Our teachers are meeting more during grade level meetings and professional learning communities meeting. This is allowing more collaboration between our school administrator and teachers. The teachers also feel like they have a vested interest in our school and students this year.
- The area of weaknesses are Reading, Math & Science.

Technology

Technology Strengths

- Technology use per grade level (e.g., teams and vertically)
- Networked and wireless access to internet
- A number of technology programs available for staff and students
- Progress in equipping all classrooms with technology equipment

Technology Weaknesses

- Updated technology equipment such as color printers, scanners, etc.
- Technology staff stretched beyond the ability to adequately support district/campus needs daily

Technology Needs

Comprehensive Needs Assessment

- Have technology in each classroom to meet the needs of all students, such as assistive technology (e.g., printers and scanners in individual classrooms; electronic spellers for student assistance and tablets for students with handwriting issues).
- Have teachers mirror the STAAR A accommodations in the classroom using technology
- IPADs/Tablets in the classroom for students in workstations
- New laptops

Technology Summary

- Often times, what we receive from proficiencies are generic type activities that are not tailored or practical to individual disciplines.
- Teachers also need to be given updated technology that is available to all students. This will keep students more focused and motivated throughout their learning processes.

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data

DMAC

OnDataSuite

TSDS

Bramlette Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 1. Encourage universities to place student teachers in LISD classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. • Recruitment and training needed to ensure knowledge and ability to remain employable and do so with incentives (i.e., T-TESS, EVAS, and other methods of retaining high qualified employees). (Principal, Campus Improvement Team [CIT], HR); 2016-2017, Ongoing; STAAR</p> <ul style="list-style-type: none"> • Collaboration with human resources regarding monitoring staff needs • Participate in Job Fares • Leadership teams composed of grade level teachers • Recruiting teachers that are compatible to the school culture to establish a good-fit relative to campus and student needs • Ability to recruit employees who are loyal to the campus and district code of conduct (Title I SW: 1,10) (Target Group: All, M, F) 	Principal, Support Team	Ongoing		Summative - Increase in the number of student teachers on campus

Bramlette Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 2. Develop community and college relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Provide innovative and cooperative opportunities for partnering with programs such as Community in Schools, ITEACH programs, and Junior Achievement (Principal; CIT) • Develop and implement programs encouraging community participation • Two-way communication with parents through online networks • Media representatives and community awareness programs • Contact with local universities to provide candidates with educational degrees offering opportunities to collaborate their learning experiences to assist post-secondary learners • Recruit and contact university volunteers to assist with the academic needs of students (Target Group: All)	Counselor(s), Principal, Support Team	September - May		

Bramlette Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 3. Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. <ul style="list-style-type: none"> • Attend new teacher orientation/in-service • Attend weekly faculty/staff meetings • Participate in professional development activities • Actively participated in Professional Learning Communities (PLC) meetings each day for planning and extended to after school collaboration • Complete professional development questionnaire regarding needs awareness • Collaborate with Region VII and district school personnel to train teachers • Participate in book studies (Target Group: All) 	Principal, Support Team, Teacher(s)			

Bramlette Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 4. Decrease the staff turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Endow the faculty/staff with clear expectations and directives as needed • Offer support to all employees (Principal, Administration, Curriculum Support, District Employees (Target Group: All)		Ongoing		

Bramlette Elementary

Goal 2. All Schools Will Meet State Standards

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Meet state standards by earning distinction statuses in all six areas and achieving state 2016-2017 proficiency utilizing TEKS based instruction:</p> <ul style="list-style-type: none"> • Adhering to proven and research-based methods to accelerate instruction that consistently improve student performance levels • Relate positive and proven methodology utilized by high performing schools as a model for school improvement • Model balanced literacy, subject area rotations, and monitor implementation of campus ELAR handbook. • Model best practices through the use of survey results, disaggregated data, and T-TESS to address needs and promote teacher growth, respectively. • Implement best practices based on feedback from stakeholders in order to revamp teacher incentive programs • Utilize TTESS as a monitoring and observation protocol to facilitate classroom instruction 	<p>Principal, Support Team, Teacher(s)</p>	<p>Ongoing</p>		

Bramlette Elementary

Goal 2. All Schools Will Meet State Standards

Objective 2. Increase attendance rates at all campuses to at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. <ul style="list-style-type: none"> • Maintain at least a 98% attendance rate throughout the year • Provide student incentives to promote the importance of perfect attendance • Increase parent involvement to raise awareness of school wide attendance goal • Utilize short term incentive promotions utilizing classroom competition • Utilize the campus newsletter as a two way communication tool to promote and enhance attendance • Implement stop, drop, and call no later than 8:10 as a method to improve overall attendance improvement • Utilize parent conferences to remind parents to schedule appointments toward the end of the school day 	Principal, Support Team, Teacher(s)	Ongoing		

Bramlette Elementary

Goal 2. All Schools Will Meet State Standards

Objective 3. Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Utilize intervention strategies such as Classworks, small group instruction, Reading Programs, after school tutorials, and differentiated instruction to reduce achievement gaps • Disaggregate data for Common, Teacher, and Campus Assessments to determine the focal points for specific TEKS and re-teach for mastery • Employing district wide pacing guides • Spiraling TEKS with fidelity to promote mastery teaching	Principal, Support Team, Teacher(s)	August - June		

Bramlette Elementary

Goal 2. All Schools Will Meet State Standards

Objective 4. Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Bridging the achievement gap through special programs (i.e., ESL, bilingual, Dyslexia, 504, Special Education, and Gifted/Talented)</p> <ul style="list-style-type: none"> • Fully develop with efficacy the trainings and goals of Gomez and Gomez, SIOP, Campus reading programs, and WOW programs • Utilize Response-to-Intervention collaboration strategies to determine, meet, and surpass each student's academic needs and goals • Setting measurable short- and long-term obtainable goals for staff and students • Teaching parents about STAAR rigor and readiness • Utilizing Parenting Partners to educate bilingual parents to accomplish a home/school connection 	<p>Dyslexia specialist, Dyslexia Teacher, Principal, Rtl Team, Support Team, Teacher(s)</p>	<p>August - June</p>		

Bramlette Elementary

Goal 2. All Schools Will Meet State Standards

Objective 5. Increase student participation, completion, and performance in GT, Pre-AP, Honors, IB, and/or Dual Credit/Dual Degrees, as well as on ACT and SAT exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote college readiness among all students by: <ul style="list-style-type: none"> • Promote vocational programs such as Career on Wheels and Career Day to enhance student awareness of postsecondary education • Training for teachers to work with students with low socioeconomic statuses • Utilize enrichment lessons called PROJECTS within Classworks • Teaching the Process, Readiness, and Supporting standards to mastery 	Principal, Support Team, Teacher(s)	Ongoing		

Bramlette Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 1. Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create cross curricula activities for all students by: <ul style="list-style-type: none"> • Provide teachers with the district pacing guides in all content areas • Utilizing math manipulative kits for grades 3-5 • Incorporate the use of the WOW program • Train teachers using science binders and activities. Teachers will continue to utilize strategies obtained from professional development • Utilize science binders and incorporate the science lab hands-on activities • Obtain interactive science updates and activities from online links 	Instructional Specialist, Principal, Support Team, Teacher(s)	August - June		

Bramlette Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 2. Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve student growth through: <ul style="list-style-type: none"> • Development of teacher assessments that possess open-ended questioning • Facilitation of lessons while students collaborate and create logical responses • Utilizing specific higher order thinking stem question to stimulate student learning • Allow students to justify their thinking processes that provoke debate and open discussions • Creating a safe environment for students to express their ideas and to acknowledge differences among logical reasoning 	Classroom Teacher(s), Principal, Support Team, Teacher(s)	August - June		

Bramlette Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 3. Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve rigor, depth, and complexity among all students: <ul style="list-style-type: none"> • Provide vertical meetings to collaborate on curriculum and classroom instruction • Utilizing research-based programs to build the complexity of subject areas • Building a connection between math and science for student promotion into Pre-AP classes 	Classroom Teacher(s), Instructional Specialist, Principal, Support Team, Teacher(s)	Ongoing		

Bramlette Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 4. Increase the hiring of HQ teachers specifically for math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Recruit highly qualified math and science teachers at the Longview recruitment expo and job fair • Provide a school climate conducive to academic success	Principal, Support Team	Ongoing		

Bramlette Elementary

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 1. Utilize student career investigations and personal interests to navigate students toward a career/college path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Promote vocational programs such as Career on Wheels and Career Day to enhance student awareness of postsecondary education • Training for teachers to work with students with low socioeconomic statuses • Utilize enrichment lessons called PROJECTS within Classworks • Teaching the Process, Readiness, and Supporting standards to mastery	Counselor(s), Principal, Support Team			

Bramlette Elementary

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 2. Expand comprehensive programs for Career and Technical Education (CTE) to serve 90%-100% of students that have indicated an interest in a chosen career via community connections, mentorship programs, and meaningful learning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. <ul style="list-style-type: none"> • Implement Community in Schools Program to include watchdog programs, teacher-to-student mentorship, Junior Achievement, and Capturing Kids Hearts • Promote vocational programs such as Career on Wheels and Career Day to enhance student awareness of postsecondary education • Training for teachers to work with students with low socioeconomic statuses • Utilize enrichment lessons called PROJECTS within Classworks • Teaching the Process, Readiness, and Supporting standards to mastery 	Counselor(s), Principal, Support Team, Teacher(s)	Ongoing		

Bramlette Elementary

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 3. Increase the level of cooperation between the LHS CTE Department, Kilgore College, and Longview Early Graduation High School (LEAD).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Attend campus tours to local colleges • Partnership with I-TEACH program from LHS • Provide students with college mentoring involvement with Jarvis Christian College leadership team	Principal, Support Team, Teacher(s)			

Bramlette Elementary

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 4. Create opportunities for students to participate in workforce and college preparation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Implement Community in Schools Program to include Watchdog Programs, teacher-to-student mentorship, Junior Achievement, and Capturing Kids Hearts • Promote vocational programs such as Career on Wheels and Career Day to enhance student awareness of postsecondary education • Attend campus tours to local colleges • Partnership with I-TEACH program from LHS • Provide students with college mentoring involvement with Jarvis Christian College leadership team	Counselor(s), LHS Staff, Principal, Teacher(s)	August - Junes		

Bramlette Elementary

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 5. Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Promote Communities in Schools, Wellness Pointe (Positive Actions), and Teacher/Student Mentoring Program • Implement Community in Schools Program to include Watchdog Programs, teacher Junior Achievement, and Capturing Kids Hearts	Counselor(s), Parent Volunteers, Principal, Support Team, Teacher(s)	Ongoing		

Bramlette Elementary

Goal 5. Improve/Maintain District Grounds and Facilities

Objective 1. Create a culture for student involvement in the care and pride for grounds and facilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Utilize Student Council and Flag Team for demonstration of leadership and incorporate campus and student pride • Promotion of campus pride by wearing school spirit shirt	Counselor(s), Support Team, Teacher(s)	Ongoing		

Bramlette Elementary

Goal 5. Improve/Maintain District Grounds and Facilities

Objective 2. Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. • Recognize Earth Day during the month of April and participate in Earth Day promotion from vendors • Reduce, recycle, reuse to conserve and promote sustainability. • Use maintenance staff to safeguard the aesthetics and beautification of the campus • Utilize Administrative Team to assess and report problematic campus needs	Instructional Specialist, Principal, Support Team, Teacher(s)	Ongoing		